



OFFICIAL MINUTES

- I. Call to Order - The meeting was called to order at 9:03am after the land acknowledgement was read.
- II. Roll Call
Present: Jim Sullivan (president-elect), Robin Allyn (Coordinating Officer), Leigh Cotnoir (Zoom), Jeff Murico, Ghada Osman, Alexis Tucker Sade, Sean Davis, Kristine Arquero, Julie Graboi, Brian Page, Afifa Zaman, Krista Warren, Sarah Gross.
Absent: Katrina Tamura, Sunny Cooke (ex-officio)
Public: Alketa Wojick, Toni Sharp, Zhenya Lindstrom, Rick White, Billy Gunn, Rodrigo Gonzalez, Daria Davis, Elizabeth Lurenan, Paul Clarke, Erica Duran, Theresa Bolanos, Denee Pescarmona, Tyrone Nagai, Israel Pastrana, Leola Powers, Lauren Halsted, Aanika Khatri.
Note: Krista Warren, Afifa Zaman and Sarah Gross missed Roll Call, but were in attendance for the remainder of the meeting.
- III. Persons Wishing to Address the Senate
Public Comment: Erica Duran wished everyone a good day.
- IV. Changes to Agenda Order
mitchell moved to see Information item B ahead of Information Item A. No objections.
- V. Consent Calendar
A. Approve Minutes of the Regular Meeting of February 20, 2026
The consent calendar was approved by unanimous consent.
- VI. Action Item, Second Read (Vote Required)
A. AP 7160 Professional Development - Schwartzkopf [**Time 9:10; 10 minutes**]
Description: New Title 5 regulations and locally proposed changes are prompting updates to professional development procedures. Due to the many stakeholder groups who will be impacted by updates to AP 7160, a two phase approach has been agreed upon: Phase 1 will be limited to Title 5 alignment and editing out-dated, redundant language; Phase 2 will address substantive revisions.
MSU (Page/Allyn) to open this item for discussion. The vote to pass AP 7160 passed unanimously.
Discussion: Graboi shared that the revised mission, vision, and values reflect the perspectives of all employee groups. Arquero requested clarification on the timeline for implementation of both phases. Schwarzkopf explained that phase I includes establishing an advisory group, and is seeking clarification from the Chancellor’s office on whether our already established PDP committee meets this guideline, and phase II would include structured recommendations, including holding PD events per academic year. In fall, discussions will focus on planning collaborative events for Spring 27. mitchell noted that the mission, vision and values statement, on its own, establishes a strong framework, but raised concern that language regarding convening an advisory group under Title 5 remains unclear - specifically, which groups will be included. mitchell added that, regardless, the AP moves the institution toward those stated values. Davis requested clarification of language in the second sentence of the AP, specifically regarding how

effectiveness would be “regularly evaluated.” Schwarzkoph responded that the language aligns with League policy standards, indicated compliance with accreditation standards. Sullivan stated readiness to approve the AP but emphasized the importance of maintaining a critical perspective: expressing concern that the League may not fully align with faculty needs, and is skeptical regarding influence of Achieving the Dream - aligned models. He stated dissatisfaction with the current mission, vision and values language. Schwarzkoph reminded senators that it was requested to hold periodic review processes, and that AP 7160 would be revisited in Spring 27, the VPHR is committed to ensuring this review occurs. Tucker Sade raised concern about the use of the term “needs” in the AP, questioning how “need” is defined and prioritized across employee groups, noting ambiguity in implementation. Schwarzkoph made clear that the term “needs” should be interpreted strictly within the context of Title 5 and accreditation standards and not as a broader subjective measure. mitchell urged senators to take a proactive role early – either by engaging with or staying closely informed about the advisory group’s work, ideally beginning in early fall.

VII. Discussion

A. Diversity, Equity, and Cultural Competency (DEqCC) Report and Goals Discussion - Pastrana **[Time 9:25; 20 minutes]**

Description: The Diversity, Equity, Cultural Competency Committee will share about their work this semester and the goals they are pursuing. This discussion will strengthen how the Academic Senate coordinates and collaborates with Academic Senate Subcommittees in our shared responsibilities as recommending and decision-making committees.

Discussion: Pastrana shared several focus areas that DEqCC is working on which includes the development of a guiding document clarifying expectations and responsibilities for participating members, increasing transparency in committee processes and expanding involvement through event planning.

Pastrana also shared that DEqCC is revisiting their endorsement process, including a formal involvement in endorsement decisions (e.g. support requested by Dean Crakes for APITA - related work). They will create a equity-centered rubric for endorsement requests, and requested Academic Senate perspective and feedback on the proposed rubric which will be brought to Senate in coming months.

Murico reflected on prior service with DEqCC under Ed Pohlert, noting that the endorsement / logo process originated under Pohlerts leadership and that DEqCC previously endorsed cultural clubs and offered some funding.

Additional updates included planning for the Cultural Competency Conference, with themes focused on: Strengthening relationships between the college and surrounding community, Incorporating student and community voice (e.g. Human Rights Group of Oceanside), potential field trips to the Americanization School in Crown Heights, and a continued emphasis on faculty leadership.

Sullivan advocated for greater emphasis on culturally relevant and sustaining pedagogical practices, suggesting increased promotion of these practices across campuses, collaboration with “Joyful Teacher” initiatives to expand visibility and continued focus on teaching and learning as a shared priority. Sullivan also noted that a toolkit is currently in development (Shawntae Mitchum, Kat Soto-Gomez, Wendy Stewart and Israel Pastrana) through the CCRP grant, is grounded in student voice and will serve as a valuable resource. Members shared instances of pedagogical practices within their classrooms (*Grabo*, *Warren*) and a few takeaways that Pastrana is interested in recording to make available for future faculty.

B. Student-centered Scheduling: Shortened Terms, Pedagogy, and Course Design - Lindstrom **[Time 9:45; 40 minutes]**

Description: Senators will share take-aways from the Scheduling Summit and hear about MiraCosta's plans for 8-week course programs and course modalities (in person, asynch, hybrid); in particular, Senators will discuss recommendation for how faculty may plan to develop pedagogy and course design to teach in those offerings.

Dean Lindstrom spoke on full term fall and spring courses which remain robust, several programs (notably Biomanufacturing and Business) are expanding their 8-week offerings. Data suggests student success rates in 8-week courses are comparable, and sometimes stronger than full-term courses, depending on modality.

She provided additional data on hybrid models calling attention to Business and Psychology that appear to support completion timelines under 24 months. MiraCosta also participates in a statewide COP to design fully structured pathways, including stackable credentials that begin with noncredit and transition to credit programs in high-demand fields. current efforts include mapping SLOs from 16-week to 8-week formats, addressing cognitive overload, expanding GE options, and developing faculty resources and a centralized student-facing platform. Lindstrom shared that this work is exploratory, with pilots under consideration before broad conversion, and that pedagogy and assessment, particularly aligning with transfer institutions remain the central concern.

Faculty discussion reflected both interest and concern. *Davis* and *Pescarmona* raised structures questions about alternative term lengths (24-32 week “stretch” models) and system limitations, while Tucker Sade cautioned that research on accelerated formats is mixed and questioned whether such models disproportionately affect community college students. Discussion ensued around faculty maintaining pedagogical integrity and calling for deeper assessment of student work noting differences observed in summer versus full-term outcomes (*Sullivan*).

Counseling and equity implications were noted (*Zaman, Cotnoir*) including how completion-focused models may shape or constrain student choice. Scheduling uncertainty and modality pressures were of significant concern to *Murico*. Zaman offered clarity in that she wanted senators to understand how counselors think, “it’s about a student’s right to complete, not that they would steer students away from a discipline or program—but rather respond to what their need is” (e.g. in terms of completion). Some in favor of shortened course models also shared emerging practices, including cohort-based-8-week hybrid courses and increased student engagement in short-term formats (*Page*). Dean Lindstrom reiterated that no disciplines had been designated for full conversion, stressing the importance of student choice, program coherence, and ongoing evaluation.

VIII. Information

A. Updates Facilities Plans and the Faculty Office Derby - mitchell [Time 10:35; 10 minutes]

Description: In preparation for faculty to request new office assignments (the Office Derby), information will be shared about facilities plans and recommendations will be made for prioritizing office requests based on building closures and reopening.

mitchell reported that T310 is scheduled for demolition, resulting in faculty displacement, including those currently in OC4510. The 3000-series buildings house discipline specific classrooms (e.g. Religious Studies, Anthropology, Sociology), creating an implied need for faculty offices to be located nearby. In contrast, STEM disciplines have limited office space within instructional buildings due to prioritization of classroom use. To address this, the Academic Senate will vacate space in the 4600 building to accommodate STEM faculty, with Senate offices relocating to the new 3000 building.

mitchell also reviewed current office assignment procedures, including Category I (general use) and Category II (specialized/line-of-sight needs), noting that existing language may allow for broad interpretation over time.

curry outlined the office derby process, recommending that faculty displaced by construction receive priority placement, based on a reviewed list. curry and sullivan will recuse themselves from decisions related to T300. The Office Derby will open mid-April, with an initial priority window followed by general access for all faculty, with assignments determined by seniority. Plans include designated associate faculty spaces, as well as reservable private offices for student meetings and shared use.

Ally clarified that the current associate faculty office space in 4606 will remain, with additional space being added. In the interest of transparency, senators were encouraged to share feedback or concerns and bring them forward at the next meeting following Spring Break. It was noted that, as campus facilities evolve, these procedures may warrant further review. Davis expressed confidence in Curry's proposed process and decision-making approach.

B. MiraCosta's Delegate to the ASCCC Spring Plenary - mitchell **[Time 10:45; 5 minutes]**

- C. *Description: For her significant senate experience, Senator Krista Warren has been asked to represent MiraCosta College's Academic Senate as Delegate in the ASCCC Resolution and Elections process by participating as a voting member in the AREA D Meeting and 2026 ASCCC Spring Plenary.*

mitchell recognized Krista Warren as the delegate that MiraCosta will send to attend Spring Plenary April 8-11th, highlighting that Krista is inspired by students and is very collaborative and does everything with a collective impact approach.

IX. Reports

Academic Senate President – mitchell ([access report](#))

mitchell shared that he needs to convene a special meeting next Friday, March 13th which will coincide with the Area D meeting. He asked for five senators to make quorum for a vote to approve equivalency requests that have been approved by the Equivalency committee.

College Superintendent/President – Cooke ([access report](#))

Pescarmona shared that at Monday's EMT meeting, discussion focused on the impact of current events in the Middle East on students and the broader campus community. Leadership is considering how to thoughtfully support the campus during times of global conflict, with an emphasis on mindfulness and awareness of the challenges some members of the community may be experiencing. Pescarmona acknowledged that recent feedback, including a comprehensive ITS audit shared with Counseling, TAC Advisory, and BPC, may be difficult to hear, but reflects areas where the college continues to grow and improve. On a positive note, Pescarmona highlighted that the college's women's basketball team is currently ranked #5 in the state and will be competing against LA Trade Tech this Saturday, encouraging campus support. Additional campus celebrations are being planned. Pescarmona also provided an update on the Superintendent/President search, noting that it is ongoing, with the timeline publicly available. Anti-bias hiring training is being implemented as part of the process, with the goal of attracting a strong and diverse candidate pool.

Classified Senate – Streagle ([access report](#))

Streagle shared that Classified Election season is running through April 13th for the following positions; President, Treasurer, and (4) vacant senator seats. An upcoming Gold Member Mixer is scheduled on Wednesday, March 24th at YardHouse, Oceanside for members who contribute a minimum of \$10/month.

No reports were given from ASG leadership or Senators.

X. The meeting adjourned at 11:02am.